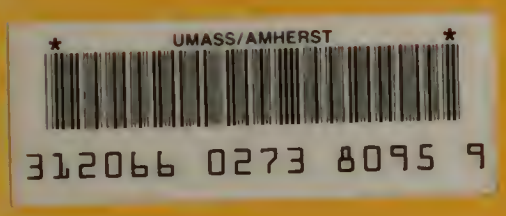
mass. ED44.2:M31



MANAGEMENT FOR THE 1990'S IN SCHOOLS AND BUSINESSES

Documentation of Two Forums for School Superintendents and Business Executives who Address Management Issues in their Organizations

SEP 1 6 1991

Winter, 1991

Office of Community Education
Massachusetts Department of Education

911/80

MASSACHUSETTS DEPARTMENT OF EDUCATION

James Crain, Gloucester, Chairperson
Raquel Buman, Holden, Vice-chairperson

John J. Gould, Boston
William K. Irwin, Jr. Wilmington
Anne S. Larkin, Bedford
Richard R. Rowe, Belmont
Jonathan D. Silverman, Worcester
Theodora A. Sylvester, Springfield
Frances M. Turner, South Egremont
Joan Wallace-Benjamin, Boston
Frederick A. Wang, Needham

Harold Raynolds, Jr., Commissioner of Education, Secretary

Randolph W. Bromery, Chancellor, Board of Regents, Ex Officio

Office of Community Education

Susan Freedman, Director
Barbara Aschheim, Community Education Specialist
Ross Zerchykov, Community Education Specialist

The Massachusetts Department of Education insures equal employment/educational opportunities/affirmative action regardless of race, color, creed, national origin or sex, in compliance with Title IX, or handicap, in compliance with section 504.

Publication Number 16609. Approved by Ric Murphy, State Purchasing Agent.

MANAGEMENT FOR THE 1990'S IN SCHOOLS AND BUSINESSES

Documentation of Two Forums for School Superintendents and Business Executives who Address Management Issues in their Organizations

January 24, 1991 - Springfield

January 31, 1991 - Needham

Cosponsored by:

Office of Community Education, Massachusetts Department of Education
Massachusetts Association of School Superintendents
in collaboration with
Massachusetts School-Business Partnership Committee

Developed and Produced by

Susan Freedman, Director
Barbara Aschheim, Community Education Specialist
Office of Community Education
Massachusetts Department of Education

SCHOOL-BUSINESS PARTNERSHIP COMMITTEE

1990 - 1991

Karen Sawyer, Chair
New England Electric System

Mark Conway, Vice-chair
Digital Equipment Corporation

Neal McBride, Chair
Restructuring Subcommittee
Vice President
Bank of New England West

Benjamin Bump, Vice President
Springfield Institution for Savings

Josephine Corro, Partnership Coordinator
Boston Private Industry Council

Thomas Cullen, Superintendent
Milford Public Schools

Marjorie Dolan, Associate Counsel
John Hancock

Fred W. Green, President and CEO
Abington Mutual Insurance Company

James McMillin, Vice President
Bull Worldwide Information Systems

John Rennie, Chairman
Pacer Systems, Inc.

Laurence Smith, Executive VP
Greater Lawrence Chamber of Commerce

Palmer Swanson
Director of Public Affairs
Polaroid Corporation

Helaine Sweet, Supervisor
Springfield School Volunteers

Eugene Thayer, Superintendent
Framingham Public Schools

Ronald Walker, Principal
Peabody School, Cambridge

TABLE OF CONTENTS

	PAGES
Introduction	1
Forum Programs	3
Keynote Addresses	4
Ben Fordham	4
Chris Newell	7
Workshops	
Locus of Decision Making	12
Managing Diversity	19
Appendix	
Questions Addressed in Workshops	24

INTRODUCTION

School superintendents and business leaders face similar management challenges in the 1990's:

- o Budget constraints that require doing more with less
- o Pressures from employees for more participation in organizational decision making
- o Decentralization thrusts that are placing more authority and responsibility on "local units"
- o An aging workforce that needs to be energized and motivated for greater productivity
- o A changing workforce that is characterized by greater racial, socio-economic, and cultural diversity

Management for the 1990s in School and Business was the title of two regional forums that brought together school superintendents and business people to discuss management issues that are common to their respective organizations. These forums were designed to increase awareness of the management skills and insights that are shared by leaders in school districts and businesses and to build networks through which school and business managers can be resources to each other.

Background

Building on its history of promoting innovative approaches to school-business partnerships that strengthen education, the Office of Community of Education of the Massachusetts Department of Education, the Massachusetts School-Business Partnership Committee, and the Massachusetts Association of School Superintendents convened a "think tank" of superintendents and business people in the summer of 1990. This group, which represented leaders in school-business collaboration, explored the idea of holding dialogues on the management issues that superintendents and business people have in common. The "think tank" affirmed the value of holding forums, helped to identify the topics on which discussions should be focused, and emphasized the importance of providing structures that would encourage attendees to network at the meetings and to remain in contact following the forums.

Purpose of these Forums

The cosponsors of these forums identified several goals for the forums:

- o Expand awareness of the management issues that are shared by business people and school superintendents
- o Provide an opportunity for school and business people to share information on effective management strategies
- o Dissolve some of the barriers between superintendents and business people as they recognize the issues they have in common
- o Provide opportunities for school and business leaders to network and to develop ongoing relationships
- o Stimulate interest among forum participants in holding similar meetings in their communities for business people, educators, and interested others

Description of the Forums

The resulting forums, **Management for the 1990's in Schools and Business**, were held on January 24, 1991 in Springfield and on January 31, 1991 in Needham and attended by over 200 superintendents and business people. These parallel meetings each started with a early morning breakfast and concluded at 11:30 a.m. The design of each forum included Welcoming Remarks, a Keynote Address, and workshops on two management issues:

- The Locus of Decision Making
- Managing Diversity

Forum attendees were assigned to small groups, based on geographic considerations, in which they engaged in facilitator-led discussion on the two topics for the day. These dialogues were designed to identify **problems** and **strengths** inherent in these issues and **strategies** for effective implementation of participatory decision making and successful integration of diversity into the workplace. Attendees received lists of the names, addresses, and telephones of everyone who participated in the meetings and lists of the individuals from nearby communities who were assigned to their small groups workshops. At the beginning of the day and at the concluding "Building Networks" session, superintendents and business people were encouraged to reach out to each other as organizational resources.

Documentation

This booklet provides an overview of the two forums and includes:

- The Two Keynote Addresses
- Workshop Discussion

  A summary of the discussion at each workshop topic is followed by composite list that reflects the ideas and strategies generated by attendees. The workshop topics were:

  - Locus of Decision Making
  - Managing Diversity

- Appendix: Questions Addressed in Workshops

  A listing of the questions that each discussion group addressed is included at the end of this booklet.

People interested in replicating or adapting this format for educators and business people in local communities can obtain further information by contacting Susan Freedman or Barbara Aschheim, Office of Community Education, 1385 Hancock Street, Quincy MA 02169, (617) 770-7502.

FORUMS PROGRAMS

FORUM-WEST
JANUARY 24, 1991, SPRINGFIELD MARRIOTT HOTEL
7:45 a.m. to 11:30 a.m.
includes a full breakfast
This Forum is supported by **New England Telephone.**

SPEAKERS: Greetings
James Crain, Vice President
New England Telephone
Chairman, Massachusetts Board of Education

Keynote Address
Ben Fordham, Worldwide Management Consulting Manager
Digital Equipment Corporation

PROGRAM

7:45 - 9:00	Breakfast and Speakers
9:00 - 10:00	Small Group Workshops I: **The Locus of Decision Making**
10:15 - 11:15	Small Group Workshops II: **Managing Diversity**
11:15 - 11:30	Building Networks

FORUM-EAST
JANUARY 31, 1991, SHERATON NEEDHAM HOTEL
7:45 a.m. to 11:30 a.m.
includes a full breakfast
This Forum is supported by **Polaroid Corporation.**

SPEAKERS: Greetings
Harold Raynolds, Jr.
Commissioner
Massachusetts Department of Education

Keynote Address
Christopher Newell, Director of Organizational Development and Training
Lotus Development Corporation

PROGRAM

7:45 - 9:00	Breakfast and Speakers
9:00 - 10:00	Small Group Workshops I: **The Locus of Decision Making**
10:15 - 11:15	Small Group Workshops II: **Managing Diversity**
11:15 - 11:30	Building Networks

The keynote speakers for each Forum addressed the issue of **managing change.** Recognizing that shared decision making and managing diversity were both dependent on bringing change to the workplace, these speakers were asked to talk about the process of change and effective approaches to implementing change.

In this section, each speaker is introduced and excerpts from his remarks are reprinted.

Ben O. Fordham, Worldwide Consulting Manager
Digital Equipment Corporation

Ben O. Fordham has had experience with both educational and business organizations. From 1970 to 1977 he was the Assistant Vice President for Personnel Administration at C.W. Post College in New York. In 1977 he joined Digital and has specialized in management training and consultation.

EXCERPTS

In business, we consider that a company needs to change when it is not congruent to the marketplace. Those companies that can be sensitive to shifts in the public consciousness, or shifts in the needs of potential buyers, are those that last and prosper. Those whose mood is to stop listening to the market and who put internal concerns ahead of customer satisfaction are those who will experience failure. The solution is change; the problem is managing change.

I. Preventing the isolation that breeds failure

How can we prevent the isolation from our market/constituency that causes failure?

It is essential to recognize the relationship that change has to the world beyond our institutions. History has shown us how mindsets and movements combine to create massive shifts in the world. In the Middle Ages, all of society was regulated by rules. In the Renaissance, the glorification of the individual which opened the windows to light and productivity for two centuries in Europe caught many institutions unprepared and unwilling to change. Reformation, turmoil, and revolution, including the industrial revolution, resulted. The focus moved from individual to collective efforts for the sake of profit, speed, and better quantity and quality of life.

Revolution is the result of resistance to change. The French Revolution, the American Revolution, and the American Civil War are testimony to the resistance to change and the difficulty in making and implementing change. Change is inevitable, but revolution is not.

We should listen very carefully, therefore, to the drumbeats of change today so that we can avoid surprise and move toward the great movements.

To be prepared:

Step 1. Look outside at the world: Remain congruent to the world outside the institution; grasp the major movements and evolve.

Learn from history that the nature of decision making is different from the nature of education. Education attacks ignorance. Too often, decision making relates to stupidity. Stupidity can be operationally defined as taking all of the knowledge (education) and talent you have and using it against yourself. In history so often, revolution, destruction, and death were the result of decision making.

The factors which cloud the decider who is faced with change decisions are closer to belief than knowledge, more personal than objective, more founded on ignorance of self than based on knowing oneself.

Step 2. Look inside at people: Recognize that making a decision is different from being educated. Prepare to look not only at the facts people know, but the way people are **inside** if you are effectively to manage change.

Historic movements or shifts in customers' expectations present the need to make change. Human beings make the decisions. Nothing that we can mention brings more anxiety to our minds than the ingredients inside human beings.

II. Implementing change

The world tells us several things as we prepare to decide about and implement change:

- We are past being held captive by rules, such as in the Dark Ages.
- We are not content with simply ignoring or glorifying the individual; we must act in concert to produce and to govern.
- We do not want others to decide our fate without our participation.
- We need all points of view we can find because no one has enough understanding to decide alone.
- Education along cannot save us from stupidity; we need knowledge of how to look at our selves.

Each individual is the locus of decision making. Top, bottom, east and west all must be included in decision making.

If we are honest, we want to resist this direction. Resistance is our natural state when we are faced with change. This resistance is not generated from reason or knowledge; it may come from fear, prejudice, or other issues.

To manage change is to implement change. It starts with listening to the world around us and the world within us.

This is true everywhere:

- for countries in Eastern Europe moving toward democracy
- for schools facing demands for infinitely customized educational experiences
- for businesses facing global markets and increased competition in a depressed economy
- for manufacturers facing the world's expectations that products can be quick to market, very high quality, and very low cost
- for political entities wrestling with serving many needs, lowering taxes, and doing more while keeping government small

The more complex our world becomes, the more we must combine, integrate, and cooperate to understand it. The locus of decision making, then, is groups. These groups must share in decision making, reflect all of our knowledge, be diverse, and deal with our beliefs, feeling, prejudices, and mental and emotional structures.

Fortunately, we know something about helping groups to decide issues and to avoid stupidity. Some suggestions:

1. **Have a vision for the group. Believe that:**

   - o It is possible for differences to work for the good and to inform decisions.
   - o Workers can contribute to better and more efficient production.
   - o Groups of people who are not alike can come to work together and even love each other.
   - o Power and leadership can be shared.

2. **Deal with processes first and together.**

   - o Spend time agreeing on how to decide.
   - o Plan for inclusion of knowledge and people.
   - o Differentiate deliberation from decision making.
   - o Seek consent, be patient, and be willing to learn.
   - o Structure a way to share deeply held beliefs and emotions. Value what people say about their beliefs and emotions as **facts** on which decisions can be based. Be human together.
   - o Plan and structure ways to share the leadership for the group and the work of implementation.

3. **Make sure the plans for implementation reflect the same group-centered, inclusive process as did the planning.**

   - o Work to address the need for change by listening and sharing with those to be affected.
   - o Involve the recipients of change in the implementation.
   - o Sequence the steps for change so that it is evolutionary.
   - o Constantly review.
   - o Learn from what you do; change again as needed.
   - o Look at the system-wide implications of actions taken and reconsider.
   - o Be patient and persistent. Build many fires. Don't get killed.

If we are able to overcome our experience-born prejudgements and learn new things, the result will be evolutionary movement about which we can be proud. To paraphrase Lincoln:

> "To test whether this kind of institutional process, conceived to be of, by, and for the whole system can endure."

In my judgement, these issues are the parameters of the new world order.

Chris Newell, Director
Organizational Development and Training
Lotus Development Corporation

Chris Newell holds a Doctorate in Professional Psychology from the Massachusetts School of Professional Psychology. He spent 10 years in the mental health field, working in community mental health centers and consulting to schools. He has worked in management development in several high technology companies. At Lotus, Chris' work is focused on helping groups to adapt to change and on developing programs which nurture the Lotus culture.

EXCERPTS

When dealing with change in large organizations with well entrenched cultures, we must remember some basic principles about a system:

1. **All systems strive for equilibrium or a sense of balance.** Most established systems have a set of unwritten rules for how to do things. This equilibrium is very difficult to upset even if the system is disfunctional because a pattern of behavior exists and it becomes part of the culture.

2. **You cannot treat one part of the system without affecting the other parts.** If you don't attend to the whole system, the part you are expecting to change will receive enormous pressure from the rest of the system to return to the status quo.

Keeping in mind these concepts about systems, I would like to highlight some other key principles about change and introduce a model for understanding how to manage large scale change.

KEY PRINCIPLES:

1. **Change cannot be mandated from the top.**

   Most people want to feel they have ownership or control of the changes with which they are going to have to live. They want to be involved in the planning process.

2. **Leadership must be different.**

   Leaders in the change process must articulate the vision and take special care to communicate it in as many ways as possible. Leaders must orient themselves to a "coach" or "developer" style of management because this style helps people feel empowered.

3. **People must be allowed to process the change.**

   All successful changes allow individuals to negotiate through a three-step process: endings, transitions, and beginnings.

   - In the ending process, leadership allows the group to revisit the past, which may involve celebrating and acknowledging its impact and grieving over any real or perceived losses. Each individual will have his or her own memory of previous changes or loss experiences and these experiences will greatly influence how these individuals negotiate new changes.

   - In the transition period, people are greatly unsettled. They feel in limbo because they cannot internalize what life will be like once the changes occur.

- o In the beginning stage, people begin to accept the change but need considerable support and reassurance.

4. **Leaders must identify the exemplars in the organization and get them committed to the change.**

   Exemplars are those superior people in the organization who are peer leaders and role models. Exemplars should be enlisted to lead and support the change.

5. **All stakeholders must be considered in the planning of a change.**

   Many a change process has been blindsided by a group of key stakeholders who would be affected by a new process but were not informed early enough or were not provide the appropriate vehicle for input into the process.

There are also other barriers or obstacles that must be overcome to successfully manage change:

1. **Time**

   The time that it takes to work the change process properly is often in conflict with the timeline placed on it by the system. Most organizations don't appreciate the human dimension or the other complexities which change presents - and are extraordinarily unrealistic about the time that change takes.

2. **Training**

   Most leaders are not trained on how to facilitate the change process. They don't have the appropriate management style, the vision, the skill to carefully manage group meetings, the sensitivity to people, or the patience to work the process. Leaders **must** acquire these skills.

3. **Victims**

   Many people like to take on the role of victim during the change process. Victims drain the organization of energy just at the time when it needs the energy to work the change. Leaders need to turn around the strongest detractors early in the process so that others do not jump on their bandwagon.

A Model for a Change Process

Keeping in mind this perspective on systems and on the barriers to change, I would like to present a model for large scale organizational change that I will bring to life with some examples from business and from education.

The Three C's of Successful Change:

COMMITMENT refers to the organization's investment in the vision you have for the change. From the top to the bottom of the organization, people must be committed to the vision and willing to invest their energy to make it work.

CAPACITY refers to developing the capacity of the system to actualize the change. Capacity means developing the skills people will need, providing adequate financial support and resources, and ensuring information management capacity to orchestrate the change.

CULTURE refers to redefining the set of acceptable norms for behavior. These norms are reinforced by using values, reward systems, or changes in structures to signal that the organization has thought about the changes it is asking people to make. In short, in management development the saying is: **"Most people don't do what you expect, they do what you inspect."**

If leaders align their efforts in all three of the "C" areas, Commitment, Capacity, and Culture, people will invest in the change, have the skills to make it happen, and be rewarded for doing it.

Leaders must, then, **assess, plan, and act** along the dimensions of the three C's to be effective.

ASSESSMENT calls for accurately diagnosing the organization's:

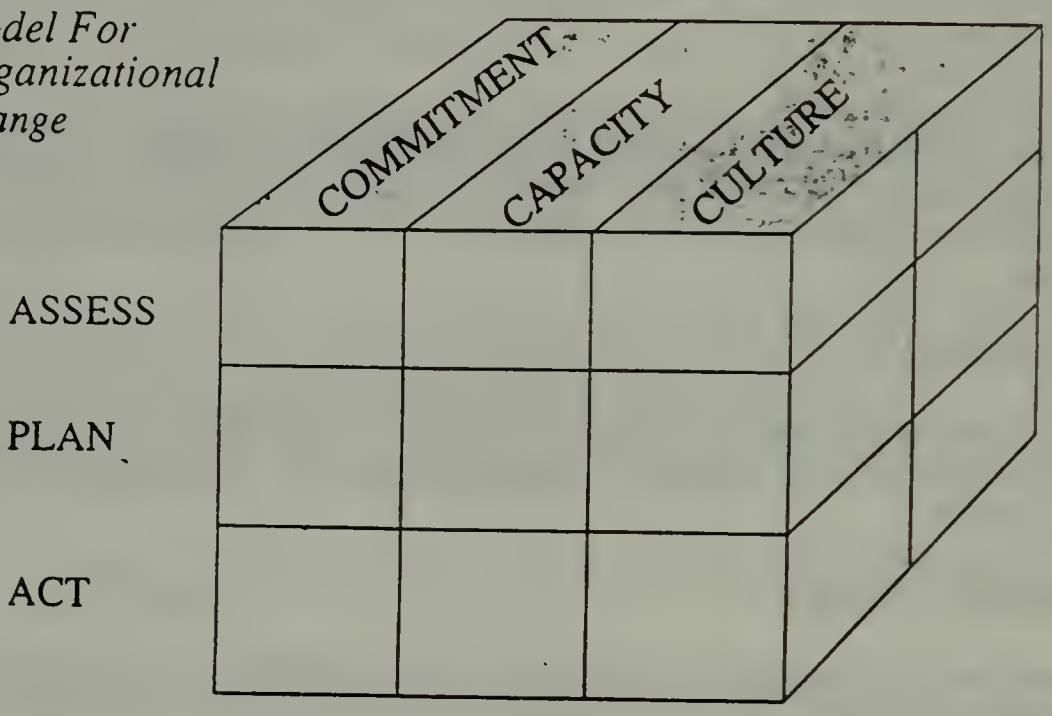
- o commitment to its vision
- o level of skills and resources available
- o ability to reinforce and support the change within the existing culture

PLANNING involves the development of programs or processes which address the three C's.

ACTION refers to the implementation of the new plan and any followup assessments.

This model can be put into the following matrix:

Model For Organizational Change



Examples from Business and Education

Lotus Development Corporation

In my experiences in management development in the high tech industry, I have often experienced a phenomenon called **training half-life.** The company would send its managers off-site for days of intense training experiences. We found that most of these managers returned to a work environment and culture which did not reinforce their behavioral changes. In several weeks or months these new behaviors were extinguished. What happened?

According to the 3 C model, the **commitment** the company made to management training was limited. Senior management did not articulate a consistent vision for managers' behavior and often did not demonstrate their commitment by visiting the training sessions. Employees joked that they were being sent off to "charm school," so they had to "act differently" for a period of time. There were **no reward and reinforcement systems** that supported the new skills and behavior of managers.

When I first joined Lotus, I implemented the 3 C concept because I knew I could not effect lasting change unless I combined management training with organizational development. I spent considerable time with senior managers helping them to understand what kind of management culture they wanted and how they could sustain it.

During this time we had the company commit to several changes:

1. We established a set of **11 Operating Principles,** which were designed by senior managers and serve as guidelines for how Lotus employees should act with each other on a day to day basis.

2. We established the **"Manager of the Year"** award, which is a sizeable cash and stock award for managers who exemplify the Operating Principles and the management style in which managers are trained. This award lets everyone know they are going to be measured against a well-articulated set of criteria.

3. This past year we evaluated the top 125 managers in the company against a set of business and people objectives which the human resources and training people established. We legitimized having work groups **receive training as a "system"** so they could all commit to a new behavior together.

Graham & Parks School, Cambridge

Almost a year ago I was asked by the principal of the Graham & Parks School to help the staff deal with "stress." When I met with the staff in focus groups, I found that a wide range of issues connected to the stress were serious misalignments in commitment, capacity and culture.

I suggested that the identified problem - "stress" - masked what the group members were really asking for: clarity of their mission and the skills needed to actualize that mission. The staff agreed and for the past year the full staff has been working with me on their release days to articulate and recommit to their vision as a school.

This process has caused the staff to feel better and more empowered. I have cautioned, however, that a major deficit for them is their own skills. School staff have not had opportunities to be trained in functioning as a team and managing conflict with each other. At Graham & Parks, therefore, we will work together for another year on the skill-building that is needed.

As leaders, we must carefully attend to environmental conditions which could alter or erode commitment to the stated direction of the organization. Individuals and groups think they change more than they really do. Even when they want to change, they fall into old patterns on which the change agent must provide feedback.

The topics you are dealing with today are deeply complex issues for all of us in leadership positions. For example, Lotus had toyed with a diversity effort but did not make any true movement until recently when we took the CEO and all the VP's in the company away for three days to have a long conversation about Lotus and diversity. I'm convinced that without that meeting Lotus would have no chance to effect a change in diversity. Over those three days, what was previously "lip service" became a commitment based on a deep understanding of the need and passion around the issue. Our next step is to ensure that we have a plan to address our capacity building and to redesign the systems that reward this new direction.

As you discuss the shift in the locus of decision-making, think carefully about assessing the skills these groups must acquire. They must become empowered to make decisions, not just to react to policy and procedural adjustments that signal a change. Also, consider how set they are in the old ways of doing things and the anxiety that will be unleashed - despite, perhaps, their own excitement for the change - because it means a change in personal accountability.

I have talked today about many of the forces that we, as leaders, must be mindful of when planning and implementing large scale change. I hope that, through the use of this model, you will achieve more clarity in thinking about the alignment of all of the components in the system.

THE LOCUS OF DECISION MAKING

In the **Locus of Decision Making** workshops, superintendents and business people cited many of the same issues in regard to where, how, and by whom decisions are made in their organizations. In all small group sessions, most of the discussion focused on employees' roles in **participatory decision making** within the organization.

Group members concurred that shared responsibility for decision making must be clearly indicated as an **organizational value** for it to be effectively implemented. To support this value, organizations need to develop **mission statements, goals, and priorities** that provide a framework for decision making. They also must ensure that, especially in highly decentralized organizations, there is **coordination and cohesion** regarding decisions that are made in different parts of the organization.

Attendees agreed that participatory decision making is most effective when it is **inclusive** and involves people who have special information to contribute, will be affected by the decision, and will be responsible for the implementation of decisions. Significant discussion centered on the importance of **empowering individuals** who will be making decisions by providing them with information, skills, and authority to participate meaningfully in the decision making process. Educators and business people spoke about the need to provide **training** to employees that addresses both their group interaction skills and their ability to "see the larger picture." They also referred to the importance of using and expressing appreciation for employees' ideas and recommendations. Employees whose contributions to shared decision making are not utilized are likely to be less willing to contribute in the future.

Participants indicated that one of the problems with participatory decision making can be the **lack of focus** and orientation of the individuals who are asked to make a decision. Sometimes individuals are recruited for a task for which they do not know the parameters: the resources that are available to accomplish the task, the degree of specificity of the proposed solution, the integration of this project with related issues, and the time frame in which they are operating. Group participants suggested that **clear boundaries** be established when groups come together, that there is adequate **closure** on the task, and that group members are **informed about the outcomes** of their ideas and recommendations.

School and business people noted one area of difference in their workforces: more teachers and school administrators than business employees are reticent to participate in shared decision making. Business people were described as being eager to participate in company decision making and were aggressive in taking these opportunities. Superintendents indicated that they found that while there were some school and central office staff who volunteered readily for decision making roles, many shied away from these situations. Group members suggested that several steps could be taken to encourage and facilitate participation in decision making: clearly define the task; indicate the importance of having staff participation in decision making; describe the ways in which recommendations and suggestions will be used; ensure supervisors' support for employee participation; and address other fears and hesitancies on the part of employees.

The following lists provide a composite view of the **issues and problems** in decision making that group participants identified and **strategies** that they suggested for addressing these concerns.

A Composite List of Issues and Problems Identified by School Superintendents and Business People

A. SHARED DECISION MAKING: ORGANIZATIONAL BARRIERS

Functional Barriers within the Organization

- o Lack of a defined vision, mission, and set of priorities for the organization
- o External constraints and directives that impede planning
- o Internal and external crises that impede planning
- o Lack of consistent direction from top managers
- o Inadequate evaluation of decision making processes; lack of review and revision
- o Lack of willingness to dedicate adequate time to effective decision making
- o Lack of willingness to release employees who are needed for decision making

Political Barriers within the Organization

- o Desire of managers to "protect their turf"
- o Unequal status of various genders, races, cultures, and ages within the organization
- o Diverse values of individuals within the organization
- o Lack of willingness to give credibility to the shared decision making process
- o Lack of enthusiasm among people whose ideas are "stonewalled" or "shot down" to participate next time they are asked
- o Inadequate resources to support goals and decisions
- o Impact of unions on decision making
- o Impact of past practice, contracts, manuals, etc.
- o Historic and institutional barriers to decentralized decision making
- o Basing selection of "who" makes "what" decisions on political rather than competency considerations

Barriers in the Decision Making Process

- o Lack of involvement by all affected parties
- o Lack of involvement by people in a position to implement decisions
- o Lack of awareness of when to "short cut" the process
- o Lack of familiarity with a range of decision making models so as to match the task with an appropriate process
- o Inability to identify the appropriate constituencies to be involved
- o Development of ineffective organizational structures for decision making
- o Decision making that opts for "somewhere in the middle" of the continuum as the best decision
- o Making decisions by default instead of through careful assessment
- o Taking too long to make decisions; not knowing when it's best to "just do it"

Management's Perspective

- o Belief that sometimes "enough is enough" in democratic processes
- o Belief that effective leadership is autocratic leadership
- o Fears of loss of authority by leaders and managers
- o Inability of leaders and managers to give up authority
- o Need to recognize the limits of participatory decision making

Concerns about Cohesion and Coordination

- o Monies are allocated at upper levels; decisions made at lower levels. Is there coordination? Is there accountability?
- o Need to ensure consistency and integrity as decisions are implemented
- o Need for understanding of how the parts fit into and enrich the whole
- o Need to ensure decisions made by individual units do not conflict
- o Need to reconcile competing decisions and competing interests
- o Need for recognition of the "trickle down" impact of decisions

Communication Problems

- o Lack of employee participation in defining the organization's vision and mission
- o Lack of awareness of the organization's vision and mission
- o Lack of awareness of and participation in setting goals and priorities
- o Information that is **not**:
  - o accurate
  - o available to all who need it
  - o dispersed throughout the organization as appropriate
- o Inadequate dissemination of information:
  - o within the decision making body
  - o to the larger organization
  - o to the affected parties

B. SHARED DECISION MAKING: INDIVIDUALS' BARRIERS

People's Concerns about Themselves

- o Lack of confidence in their ability to take on this assignment
- o Fear they do not have enough information or skills to be a contributing team player
- o Lack of experience in shared decision making; fear of the unknown

People's Concerns about their Job

- o Lack of confidence in their ability to take on this assignment and not jeopardize their job
- o Not see these new responsibilities as part of their job; not interested in "job enhancement"
- o Not clear that the union supports this participation
- o Concern that discussion about "change" implies criticism of how they are doing their job

People's Concerns about the Task

- o Fears of new responsibilities
- o Fears of new forms of accountability
- o Questions about the areas into which decision making will lead
- o Questions about the context in which the decisions will be made
- o Skepticism about whether their contributions will be used

People's Concerns about the Outcomes

- o Fear that organizational culture will be punitive if people do not like the outcomes of the decision making
- o Change brings the unknown; concern that change may not be for the better
- o Concern that change may mean additional responsibilities
- o Lack of confidence that the decisions made will be the "right" decisions

Managers' Concerns about Employees' Skill Levels

- In an era of specialists, few people can "see the whole picture"
- Difficulty in converting "non-thinking" contributors into true contributors
- People have narrow perspectives on the organization
- People's historic experience with the organization has not prepared them for new roles
- Lack of experience in cooperative projects
- Weak interpersonal skills
- Limited vision regarding change and "new ways of doing business"
- Lack of training in participatory decision making

A Composite List of Strategies for Success as Identified by School Superintendents and Business People

A. SHARED DECISION MAKING: THE ORGANIZATIONAL CULTURE

Develop Clear Policies, Mission Statements, and Priorities that Ensure Organizational Coherence in Shared Decision Making

- o Develop an organizational vision that can guide all decision making.
- o Develop and communicate mission statements, goals, and objectives for the organization.
- o Identify, rank, and communicate the organizations' priorities.
- o Establish and communicate long and short term goals.
- o Invite employees' input in the development of organizational values and goals.
- o Consider decisions in terms of the ramifications at the local, state, national, and international levels.
- o Stratify decisions so that the levels at which decisions are being made are appropriate to the decision.

Make Employee Participation a Value of the Organization

- o Articulate and model the value of participatory decision making.
- o Develop and publicize policies about participation in decision making.
- o Demonstrate organizational leaders' strong support for participatory decision making.
- o Solicit employee input on procedures to be used for:
  - o selecting employees for decision making
  - o identifying the process to be used in decision making
  - o communicating about the outcomes of the decision making
- o Identify the issues that will/will not be the subject of participatory decision making.
- o Ensure teams have the resources they need to undertake their task.
- o Negotiate with unions for the right for employees to be involved in decision making.
- o Include the union from the very beginning and work to build a single agenda with the union.
- o Identify ways to "reduce the hierarchy" by involving more people in decision making.

B. SHARED DECISION MAKING: SUPPORTING EMPLOYEE PARTICIPATION

Select Members of Decision Making Teams Thoughtfully

- o Recruit employees from all relevant sectors of the organization and from all levels in the hierarchy.
- o Encourage cross-fertilization among representatives of all units in the organization to build mutual respect and defuse "turf" issues.
- o Flatten the organizational structures: stress the parity of all participants in the decision making group, regardless of their status outside of the group.
- o Ensure that all managers model democratic processes in decision making.
- o Ensure that people to be affected by decisions are involved on the team.
- o Ensure that people who have special and relevant information are a part of the decision making.
- o Identify the appropriate constituency for different decisions.
- o Mix people by culture, age, sex, training, and discipline.
- o Draw on the resources and credibility of leaders at all levels of the organization.

Develop Decision Making Policies and Procedures

- o Identify clearly the issues involved.
- o Identity the criteria for individuals who will be involved on the decision making team.
- o Ensure that the group has a designated leader.
- o Set and articulate clear boundaries regarding time, tasks, and decision making processes; ensure the group adheres to these limits.
- o Reinforce the importance of the group's reaching closure on its task.
- o Provide clarity on tasks and responsibilities.
- o Identify the goals the group wants to achieve.
- o Identify what will be better as a result of the decisions the group makes.
- o Encourage decision makers to do all "homework" associated with the task at hand.
- o Identify the framework in which decisions will be made.
- o Allocate resources appropriately to the task; coordinate resources and the task to be undertaken.

Empower People

- o Reward contributions from all levels.
- o Activate the "non-thinking" doer.
- o Remove reasons to fear failure.
- o Reward groups more than individuals to avoid resentment.
- o Make special efforts to empower the disenfranchised.
- o Find areas of agreement among people.
- o Provide training for people that helps them understand the larger picture.
- o Involve nay-sayers in positive roles.
- o Provide comfortable opportunities among peers (all third grade teachers, all sales people).
- o Build an "ownership mentality" regarding problems.

Encourage Employee Participation

- o Use non-threatening ways to involve employees in decision making.
- o Build self-esteem and confidence among employees so they will be interested in participating.
- o Provide encouragement that helps employees overcome their fears of failure.
- o Demonstrate the value of new ideas by using them.
- o Identify and recognize all of the participants on a team, not only the leaders.

Provide Training for Decision Makers

- o Ensure employees have the skills that are needed to be equal participants on a decision making team.
- o Provide employees with opportunities to develop skills they may need, such as team building, constructive meetings, reaching consensus, etc.
- o Assist decision makers to understand the needs of all parties involved.
- o Assist employees to develop a perspective that encompasses "the whole picture."
- o Provide decision makers with an understanding of the implications of their decisions on themselves and others.
- o Provide training in interpersonal skills.
- o Help "old dogs" to learn "new tricks."
- o Let people start out with "small" problems before tackling complex issues.
- o Provide training on the organization's values, culture, mission, and organizational structure.

Communicate the Importance of Communication

- o Ensure that appropriate, accurate, and comprehensible information is available for all who will be involved in decision making.
- o Ensure that there is an open process for the sharing of information within the decision making team.
- o Ensure that information about the process and outcomes of decision making are shared throughout the organization.
- o Build employee support of and trust in outcomes throughout the decision making process.
- o Ensure that communications are meaningful and useful.
- o Differentiate between data and information.
- o Enforce a two-way flow of information, up and down.
- o Use, as appropriate, different channels for different information.
- o Build external credibility among parents, business people and others.
- o Train people to listen to each other; to hear what they really mean.

The **Managing Diversity** workshops asked participants to identify the **benefits** of diversity in the workplace and to suggest **strategies** for building a climate that celebrates, values, and profits from its diversity.

Group discussions generated many recurring themes that related to building an organizational culture that exemplified the valuing of differences. Attendees suggested that organizations include language in their **mission statements** and **goals** that indicated the priority they place on valuing differences and on having diversity in the organization. They also encouraged the practice of **modeling inclusionary behaviors** and of ensuring that managers were selected in part on their **leadership in valuing diversity.**

Superintendents and business leaders indicated that **organizational effectiveness and competitiveness** were strengthened through involving individuals from minority groups in organizational decision making. Individuals cited the ways that problem solving, planning, and creative approaches to alternative thinking were enhanced by involving the **diverse perspectives** that were represented among the workforce.

School and business representatives acknowledged that they had **little or only recent experience** with integrating diversity into the workforce. They spoke of the need for **sensitivity and cultural awareness training** for managers and employees. They also emphasized the importance of involving individuals from all subgroups and at all levels of the organization on "human relations" and other intercultural committees that can help to ensure smooth and productive relationships within the organization.

Many strategies were suggested for successfully integrating and involving minority individuals in organizations. Participants recognized the barriers that exist in workplaces and suggested related **strategies:** pairing new employees with established employees; rewarding employees for multi-linguistic capabilities and cultural literacy; providing cross-cultural sensitivity and training; using the languages of all employees in organizational communications; and other approaches that indicate respect and concern for all employees.

Several groups focused on the responsibilities and opportunities that schools have to **involve minority and underrepresented parents in schools** in ways that build their self esteem and their confidence in their ability to support their children's education. Attendees suggested that school administrators receive valuing diversity and sensitivity training and that school staff and students engage in learning and celebrating experiences that help them to understand and value differences. In addition, it was suggested that in schools and businesses, managers should guard against overburdening their "star minorities" with excessive responsibility for representing the organization's diversity in organizational decision making.

The following pages provide a composite listing of the **benefits** that group participants associated with diversity in the workplace and **strategies** they suggested for achieving these benefits.

A Composite List of the Benefits of Diversity as Identified by School Superintendents and Business People

Diversity Brings New Energy and Creativity to the Workplace

- o Broadens the life experiences and perspectives of employees
- o Makes organizations receptive to new, non-traditional approaches
- o Opens up opportunities for all employees in the organization
- o Brings new skills and perspectives to the organization
- o Encourages greater risk taking in the organization
- o Strengthens the organization's ability to respond to the multi-lingual and multi-cultural market of the future
- o Enables organizations to benefit from the synergy that comes from a more diverse whole
- o Exposes people to broader cultural awareness; creates a global village
- o Challenges employees to develop and use new skills
- o Fights organizational stagnation
- o Improves the food in the cafeteria as workers request ethnic specialties.

Diversity in the Workplace can Nurture Tolerance of Diversity in Society

- o Strengthens understanding among diverse populations
- o Builds linkages with the community
- o Strengthens moral values of the organizational culture
- o Helps to break down stereotypes
- o Necessitates personal and cultural growth
- o Helps to create a unifying vision for society
- o Forces people, and ultimately the country, to be less parochial
- o Reduces stereotyping of minorities
- o Leads to greater social acceptance of diversity
- o Provides role models for young people

Diversity in the Workplace Helps Organizations to be More Attuned to their Markets

- o Strengthens their ability to anticipate the needs of our increasingly diverse society
- o Improves customer relations as employees reflect the diversity in society
- o Increases bonds with customers as employees mirror customers and clients
- o Reflects consumers' needs better, which makes for better decision making for the organization
- o Provides a direct link to the diversity in the marketplace

Diversity in the Workplace Results in Better Problem Solving

- o Broadens the perspectives that are reflected in all deliberations
- o Helps people question traditional "givens"
- o Encourages the consideration of more alternative approaches
- o Facilitates the introduction of a broader sense of what is possible

Diversity Strengthens the Management of Organizations

- o Lessens the we-they dichotomy and encourages management to be more inclusive
- o Encourages respect for individuals at all levels within the organization
- o Enables organizations to draw from the strengths of a broader range of people
- o Provides enhanced public relations for the organization

- o Expands managers' ability to compete globally
- o Improves marketability of products
- o Expands the range of role models in the organization
- o Improves communication across diverse groups
- o Alleviates fear of doing business in new markets
- o Generates more community support for organizations
- o Provides a larger market for the organization
- o Prepares the organization for the future

Realities of Diversity

- o Organizations have little experience in dealing with diversity.
- o People with little experience are being asked to educate the whole workforce.
- o Confusion exists within organizations about whether to celebrate diversity or to work to integrate it.
- o The minimal diversity in the teacher workforce has been further reduced because of layoffs.
- o Serious gaps exist between the number of minority students in schools and the number of minority teachers available.
- o Students learn better when they have role models who represent their culture, ethnicity, etc.
- o Recruitment of minorities into education is difficult because of the lack of jobs.

A Composite List of the Strategies that Can Help Organizationsl to Achieve Diversity in the Workplace as Identified by School Superintendents and Business People.

Develop an Organizational Value System that Respects and Promotes Diversity

- Create specific diversity goals in the organization's vision; set goals for attaining diversity.
- Develop career ladders for minority advancement.
- Develop committees which represent organizational diversity and can see issues from diverse perspectives.
- Provide training that includes awareness, education, and sensitivity.
- Offer cultural awareness and education programs throughout the organization.
- Engage in active recruitment and retention efforts.
- Provide visible, active role models.
- Build a climate that fosters valuing diversity:
  - Identify employees who will be leaders; build a culture around them.
  - Integrate diversity at all levels of the organization, not only at the entry levels.
  - Tie managers' evaluations to promoting and ensuring diversity.
- Model organizational goals within the community; take a leadership role in addressing social issues in the community.

Help People to Build the Acceptance of Diversity as a Value for Everyone in the Organization

- Listen to people's fears; structure positive learning experiences for people.
- Use positive role models; pair established people with new people.
- Help to develop leadership among minority members of the organization.
- Celebrate the cultures and traditions that are represented in the workforce to build employees' self respect and pride.
- Provide formal courses in cross-cultural and sensitivity training.
- Make efforts to dispel stereotypes, myths, and prejudices.
- Provide training in English and in the languages of minority employees.

Promote the Positive Values of Diversity

- Promote the values of diversity. Most value systems come from the top of the governmental structure; give all people a role in identifying this value.
- Employ patience! Work for long term results.
- Use diverse forms of communication in the organization, including written and oral.
- Employ thoughtful day-to-day interactions with all employees.
- Create a comfortable environment for all employees.
- Encourage local media to accept responsibility for helping to dispel stereotypes and to promote the benefits of diversity in the community.

Nurture Diversity within the Organization

- Establish human relations committees to advise management on handling and promoting diversity.
- Ensure that all sectors of the organization are represented on these committees.
- Increase communication regarding the benefits of diversity within the organization.
- Use multiple languages for communications.
- Celebrate and pay honor to the diversity within the organization.

- o Reinforce the value of having a diverse workforce that can help the organization to be stronger and to respond to the diverse needs of customers/clients.
- o Acknowledge and indicate the value of having skills, such as languages and cultural awareness, that support the organization's ability to relate to all cultures.
- o Provide support groups for minorities within the organization.
- o Develop mentor or buddy programs for minority employees as they join the organization.
- o Listen to employees' fears and concerns; be responsive to these issues by working collaboratively with employees to develop appropriate responses.
- o Recognize that many people are unfamiliar with working with diverse cultures.

Undertake Needs and Interest Assessments Among Employees

- o Identify individuals who can be leaders in a diverse culture.
- o Assess the barriers to effective multi-cultural integration.
- o Identify and support the relocation, adjustment, and "settling in" needs of all employees.
- o Avoid putting people in uncomfortable or threatening situations.
- o Encourage managers to make decisions that effectively promote integration.

Strengthen the Skills of Minority People in the Organization

- o Start with a positive view of people's skills; do not assume that people who are different are lacking in skills or ability.
- o Identify barriers to advancement.
- o Build on skills that people have.
- o Foster self esteem among all employees.

Opportunities for and Responsibilities of Schools

- o Involve minority and underrepresented parents in the school.
- o Adapt the ways that services are offered to address the needs of all children and families.
- o Provide training for teachers in diversity and cultural differences.
- o Train school administrators to promote cultural awareness and sensitivity among their subordinates.
- o Do not overburden "star minorities" with an excess number of committee appointments and assignments.

APPENDIX A

Questions Addressed at Forums

Locus of Decision Making

- What are the decision making issues/problems confronting your organization that relate to how and where decisions are made?

- What strategies have you used, or are you familiar with, for addressing the issues we have discussed?

Managing Diversity

- What are the benefits of having diversity in your organizations?

- What steps is your organization taking, or could it take, to achieve the benefits of diversity in the workplace?